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The goal of a counselor education program is to educate and train individuals who will be able to fulfill the role and functions of the counselor in a variety of settings. Practicum is viewed as an essential experience in helping students develop the necessary skills to function as a counselor. A behavioral model of supervision for use in the practicum training of counselor candidates is presented. Five steps comprise the model: (1) the initial session, (2) the development of a good, human relationship, (3) goal identification and determination of supervisory procedures, (4) the use of supervisory techniques and procedures, and (5) termination and follow-up. These stages are thoroughly explained, with goals for each stage given. In stage four, three important supervisory approaches are presented: (1) instruction, (2) modeling, and (3) reinforcement. These are further explained in relation to stage four itself. (Author/SJ)

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A BEHAVIORAL MODEL FOR THE PRACTICUM SUPERVISION OF COUNSELOR CANDIDATES [1/]

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The purpose of this paper is to present a behavioral model of supervision for use in the practicum training of counselor candidates. The terms used will be defined and the elements of the supervisory model indicated. Referring to a supervisory paradigm, the model will be presented in the stages of development of the process of supervision. Note will be taken of the similarity of this process with the counseling process and how the former should parallel the latter throughout the practicum experience. The uses of instruction, modeling and reinforcement as supervisory techniques and procedures, both individually and as a comprehensive approach, will be identified and discussed.

The goal of a counselor education program is to educate and train individuals who will be able to fulfill the role and functions of the counselor in a variety of settings. One of the functions of the counselor is to provide individual help to persons seeking assistance, and it is from this function of counseling that this professional's title is derived. That part of the preparation program for a counselor that deals with the practice of counseling is the "practicum".

Unfortunately, this term "practicum" has a variety of meanings. It is used to denote an internship, a field work experience, a study group, and even a seminar. Practicum, as used here, is a course-designated, laboratory-based experience in supervised practice in counseling. The supervision is of live counselor-client interaction, as well as via audio and video-audio tape. This supervision is conducted on a one-to-one basis between a qualified, experienced staff member and the counselor candidate. As counseling is the most important function of the counselor, practicum is the most essential experience in helping students develop the necessary skills. Following from this, supervision is the most essential ingredient in the practicum, and, indeed, the entire counselor education program. Needless to say, certain understandings and knowledge are necessary prior to the practicum. These understandings (child-adolescent development, use of tests, theories of counseling, theories of educational-occupational career development, etc.,) are those found in the master's degree program in counseling.

The Supervisory Paradigm and Process

The three persons involved in the practicum experience are the supervisor (S), the counselor-in-training (Co) and the Client (Cl).

The Supervisory Paradigm:

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The supervisor has the dual role of being responsible for helping the counselor develop the necessary counseling skills, while, at the same time, realizing the ethical and professional responsibility he has for the welfare of the client. The counselor is in training to prepare for a career as a professional counselor, and, while primarily involved in this preparation, he has the direct responsibility for the welfare of the client in counseling. The client is anyone who comes to the counselor, or who is referred to the counselor, for help.

The supervisor's task, then, is to help the counselor. For this help he has but one vehicle at his control, one variable which he can manipulate--himself and his own behavior. To behave in a helping manner to the counselor, the supervisor must be well aware of some model of the supervisory process. The model for supervision presented here has five identifiable stages: (1) the initial session, (2) the development of a good human relationship, (3) goal identification and determination of supervisory procedures, (4) the use of supervisory techniques and procedures, and (5) termination and follow-up.

The Supervisory Model

It is essential that these supervisory processes begin before the counselor is to actually see clients. The following schema helps demonstrate the parallel relationship between the supervisory and counseling processes:

Parallel Relationship Between Supervisory and Counseling Processes

Supervisory Process (Supervisor and Counselor)	Counseling Process (Counselor and Client)
Stage One	
Stage Two	
Stage Three	
Stage Four	
Stage Five	Session One
Stages Four and Five	Session Two
Stages Four and Five	Session Three
etc.	etc.

1. Stage One. The Initial Session. The initial session in the supervisory process is the first time the supervisor and the counselor meet together for the purpose of supervision. The success of this session is mainly dependent upon the supervisor's demonstration of certain behaviors. It is important for supervision that the counselor be able to relax while with the supervisor and be able to express himself openly and freely. There are the goals of the first session and it is the responsibility of the supervisor to facilitate their attainment.

2. Stage Two. The Development of a Good Human Relationship. This stage is the most important in the supervisory process. The goal of this stage is very simple: to help the counselor realize that the supervisor is a helper--not one who criticizes or threatens. By the supervisor's behavior, his verbal and nonverbal communications, will this goal be met. Until a good human relationship, characterized by understanding, acceptance and honesty, is established, there can be no further movement or development in the supervisory process.

3. Stage Three. Goal Identification and Determination of Supervisory Procedures. This stage can be divided into three procedural events: (1) the establishment of a target or goal behavior; (2) the determination of counselor input to the process; (3) the mapping out of a plan of strategy to be used in helping the counselor arrive at the identified goal, including (a) the education and preparation of the counselor to, and for, the procedures to be used and (b) the counselor commitment to work toward the goal following the procedural plan.

As was mentioned previously, the supervisory process should begin before the counselor actually begins seeing clients. This being the case, the goal or target behavior to be established is in relation to counselor behavior in the first session of counseling.

Some possible goals for counselor preparation for the various stages of the counseling process for which the counselor may need assistance are:

1. Initial session: Comfortableness of Counselor
   - Counselor as a model for relaxation
   - Listening ability
   - Ability to understand
   - Pacing
   - Use of counselor response leads
   - Motivation of client to return
2. Establishment of a therapeutic relationship
   - Verbal behavior to express warmth, interest, understanding, etc.
   - Use of counselor reflective response leads
3. Goal identification and determination of counseling procedures
   - Use of counselor tacting response leads
   - Stating goal in behavioral terms
   - Use of psycho-physical assessment if needed
   - Knowledge of counselor limitations as well as professional ethics
   - Identification of appropriate counseling techniques and procedures

4. Counseling Procedures

Appropriate use of techniques, for example: (a) progressive relaxation, (b) systematic desentization, (c) antisuggestion (d) instruction, (e) thought interference, (f) assertive training, (g) aversion training, (h) therapeutic relationship as a model for behavior change, etc.

5. Termination and follow-up

Use of referral

Reinforcing client independence

Verbal behavior in terminating

Report writing

Conducting follow-up

The behavior or skill is identified as being needed by the counselor, as he approaches the various stages in the counseling process. The supervisor determines what the counselor should do in order to develop the skill. This goal must be specific and stated in behavioral terms, that is, some change or modification of counselor behavior must be identified in order to allow for criteria for evaluation. Attitudes and values are appropriate only if they result in the doing of something new or in a different manner.

Stage Four. Supervisory Procedure. The procedures used in this supervisory model are designed to facililitate counselor growth and development of specific counseling skills. The development of these skills is in keeping with the need for the counselor to control the one variable which he can manipulate--his own behavior. All procedures have as their goal either the counselor candidate learning a new manner of counseling behavior, or strengthening a behavior which he possesses. The three approaches the supervisor takes in helping the counselor learn are: instruction, modeling, and reinforcement.

1. Instruction. This is the usual manner of teaching, that is, the telling of something to someone. Instruction includes: (a) explaining, making something clear or intelligent, (b) expounding, stating forth the meaning of something, (c) simple instruction, imparting knowledge, directions and commands, and (d) interpretation, bringing out the meaning of something.

Instruction may be textual as well as verbal. The necessary element in supervision is that the supervisor knows what he is doing. Often counselor educators approach counseling as if it were something mystical and something that cannot be defined in operational terms. It is inconceivable that such educators make good supervisors. The counseling process has to be explained and interpreted to counselor candidates. Using the instructive approaches of seminars, lecture-discussions, and textual material, the counselor-in-training should be told what to do, as well as what not to do, in counseling.

2. Modeling. This procedure is used to help the couselor-trainee learn to behave in a desired manner in addition to instruction. Whether the modeling is covert (the model does not make known what he is doing) or overt,

direct (counselor modeling the model) or indirect (vicarious), the counselor is asked to imitate certain behaviors. Repeated imitation leads to the establishment of a habit or usual way of doing something. Once again, the supervisor must know what behaviors are needed by the counselor for successful counseling. Using the modeling technique, the supervisor provides himself or others, either live or via video and/or audio tapes, as a model for counselors in demonstrating what to do, as well as what not to do, in counseling.

3. Reinforcement. This procedure is the simple use of rewards by the supervisor for the counselor who performs in the desired manner. Such verbal reinforcements as, "good", "fine", "well done", "well said", etc. usually suffice. It is important that the counselor freely exhibit the desired behavior. That is the case if the instruction and modeling approaches have been used to their best advantage, that is, being directly related to a discrete operationally identifiable behavior.

These three approaches are not mutually exclusive. There is a certain degree of each approach in every other. The efficacy of using this model of supervision, simply stated is: "Tell the counselor how, what, when and why to behave in a prescribed manner; show the couselor how and when to do it; and use praise when he uses it himself."

5. Stage Five. Termination and Follow-up. As a result of the supervisory procedures, performed in a laboratory setting, each specific goal determined by the supervisor and counselor should be attained before proceeding to another goal. Each skill developed is then used by the counselor in his counseling. Follow-up of learned counseling behaviors is easily done by supervisory observation of the counselor in the counseling setting. Each needed skill is treated and developed in turn as the supervisory process parallels the counseling process (refer back to "Parallel Relationship between Supervisory and Counseling Processes".)

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